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ABSTRACT

The Port of Baltimore Workplace Skills Development Project had the following objectives: perform literacy audits on at least 20 job titles within the port-related industries; develop curriculum modules providing literacy skill instruction using a functional context approach reflecting the Port of Baltimore needs; offer instructional services to at least 425 employees over the demonstration grant period; and develop an evaluation instrument for assessing port employees' basic literacy skills. During the project, staff from Dundalk Community College (Maryland) conducted a tech scan that resulted in identification of more than 100 jobs/job clusters within the maritime industries in the Port of Baltimore. Data collected during the tech scan were used to develop core literacy modules that were eventually used to deliver literacy instruction to 750 individuals employed in more than 50 port-related businesses representing 65 occupational areas. A contextualized assessment instrument to identify port employees' communication and mathematics skill needs was also developed. (Appendixes constituting the bulk of this document contain the following: results of the tech scan; project-related correspondence/promotional materials; report on classes requested/delivered; and performance report teachers' notes.) (MN)

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ED 381 650

Performance Report

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Niki Amarantides and
Ellen Blumner

Port of Baltimore Workplace Skills Development Project

CE 068 754

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The Port of Baltimore Workplace Skills Development Project: Performance Report

The Port of Baltimore Workplace Literacy Grant had the following objectives:

1. To perform literacy audits on a minimum of 20 job titles within the port-related industries.

2. To develop curriculum modules providing literacy skill instruction utilizing a functional context approach that reflects the Port of Baltimore needs.

3. To offer instructional services to a minimum of 425 employees over the demonstration grant period.

4. To develop an evaluation instrument that may be used to assess basic literacy skills of Port of Baltimore employees.

The following is a report on the achievement of the grant objectives:

1. **To perform literacy audits on a minimum of 20 job titles within the port-related industries.**

In order to assist the Port of Baltimore private sector, Dundalk Community College conducted a tech scan of maritime occupations (see Appendix A). The tech scan had four objectives:

- to identify the jobs or job clusters within the maritime industries;

- to target entry-level critical needs jobs;

- to identify 3-5 jobs or job clusters on which subsequent curriculum development activities should be focused;

- to identify several areas of issues/concerns for the occupational area.

2. **To develop curriculum modules providing literacy skills instruction using a functional context approach that reflects the Port of Baltimore needs.**

This tech scan helped to identify over 100 occupations within the Port of Baltimore. Working from this data, industry officials were asked the basic skill requirements and

needs of these occupations. What became evident was the industry-wide similarities of basic skill requirements, many resembling those identified by the SCANS commission. Consequently, we developed a series of basic skills/literacy modules to be used for instruction. Copies of these modules were sent to the four dissemination centers listed at the end of this report. These core literacy modules enabled literacy teachers to deliver instruction to individuals employed in over 50 port-related businesses and representing 65 occupational areas. Many of these classes were open enrollment and were attended by employees from a variety of occupations/companies. In addition to this core curriculum, specific modules were developed when the project received requests for services for a specific occupational area, for example, Learning to Learn for Customs Brokers and Maritime Math for Freight Forwarders.

3. To offer instructional services to a minimum of 425 employees over the demonstration grant period.

The Port of Baltimore Workplace Skills Development Project was quite successful in meeting this objective. Due to comprehensive outreach/recruitment activities, 750 people received instruction. Attached to this report are samples of material used for outreach/recruitment. These flyers were typically faxed to over 300 port-related companies. Meetings with advisory board members and company representatives were also a forum for outreach and recruitment. In addition, we also produced a program highlighting the project that was aired on **Labor Chronicles**, a public affairs program of Dundalk Community College.

4. To develop an evaluation instrument that may be used to assess basic literacy skills of Port of Baltimore employees.

During staff development activities prior to instructional delivery, teachers expressed concern with the usefulness of the CASAS. Project administration decided to allow instructors to choose an assessment instrument which would most effectively guide their instruction. In most cases, the instructors utilized a variety of informal assessment tools to determine student needs. These ranged from interviews, portfolios, teacher-generated assessments, the ABLE battery of tests, and the Botel Reading Inventory. An analysis of these measures reveals an average instructional gain by participants of 30 points between pre and post assessments on a 100 point scale. This gain is significant given the average time of participation was nine hours, which was less than anticipated.

Early in the project activities, project staff met with port employees and employers who indicated they were unable/unwilling to commit to a 50-hour block of instruction. Consequently, project staff configured instructional modules that were eight hours in length, after which students and companies were given the option to re-enroll in the next eight-hour module. This approach enabled the project to increase student enrollment.

Using documents gathered from the maritime industry, project staff developed a

contextualized assessment instrument to ascertain the communication and mathematical needs of port employees. See Appendix B for a copy of the evaluation instruments.

For the most part, the proposed project time line accurately reflected actual project activities. However, some activities took longer to accomplish than expected, for instance, hiring project staff, formation of project advisory board, and development of a port-specific evaluation. In other cases, for example, establishing contacts with port-related industries and developing curriculum, tasks were completed over the span of the project rather than within a prescribed time period. In both scenarios, corrective action was not required.

The project engaged in a variety of **evaluation** activities. The project utilized the services of an external evaluator, John Crieghton. Mr. Crieghton's favorable evaluation was sent to Dundalk Community College. In addition, project participants completed student evaluation forms following each module. A review of this data reveals that 96% of the students indicated the instruction was beneficial and 91% indicated the instruction had met their needs. A copy of the student evaluation form is included in Appendix B. Additionally, advisory board members provided regular feedback to project staff on all activities. This feedback guided the project and helped to maximize resources.

Project **dissemination** was achieved through a variety of forums.

- In October, 1993 Michael Zekonis made a presentation on workplace literacy at the Port of Baltimore at the NCCSCE national conference in Denver, CO.

- In November 1993 Michael Zekonis teamed with another National Workplace Literacy Grant Project Director (Laura Weidner from Catonsville Community college) to discuss the role of community colleges in the National Workplace Literacy Grant programs, including an overview of the Port of Baltimore Project at the AAACE National conference in Dallas, TX.

- In April, 1994, Niki Amarantides and Michael Zekonis presented at the Maryland Association for Adult, Community and Continuing Education in Annapolis, MD on the achievements and challenges of the Port of Baltimore Project.

- In June 1994, Niki Amarantides participated in a roundtable discussion of the National Workplace Literacy Projects at the Council of Adult Basic Education Conference in Phoenix, AZ.

- Also in June 1994 Michael Zekonis made a presentation about the Port of Baltimore Project at the Maryland Association of Developmental Education in College Park, MD.

Copies of the curriculum modules have been made available statewide through the Adult Literacy Dissemination Center based in Baltimore, MD. In addition, copies have been sent to three national dissemination networks:

- Clearinghouse on Adult Education and Literacy
- ERIC Clearinghouse on Adult, Career, and Vocational Education
- East Central Curriculum Coordination Center

Several **personnel changes** occurred over the course of the project period. Two of the project instructors gained full-time permanent employment in education approximately one year into the project. They were replaced by part time and adjunct staff. In addition, the Project Director, Michael Zekonis, and the Project Coordinator, Niki Amarantides, left Dundalk Community College in early 1995. Pat Turnbaugh assumed Mr. Zekonis' responsibilities and Ellen Blumner assisted with project administration through the grant closeout. Cathy Permut assisted with curricula development and math instruction and prepared the final presentation of the work.

In summary, the Port of Baltimore Workplace Skills Development Project was largely successful in achieving its stated objectives. Where there was variance between proposed and actual activities, it was indicative of the difference between Port of Baltimore employer and employees' needs and those that were anticipated during the development of the proposal.

PORT OF BALTIMORE WORKPLACE LITERACY PROJECT
TIMELINE

	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O
HIRE PROJECT STAFF	X	X																
FORM PROJECT ADVISORY BOARD	X	X																
STAFF DEVELOPMENT ACTIVITIES	X	X	X	X														
ADVISORY BOARD MEETING		X		X		X		X		X		X		X		X		
ESTABLISH INITIAL CONTACTS WITH PORT-RELATED INDUSTRIES	X	X																
CREATE DATABASE FOR CAPTURING STUDENT DATA			X															
IDENTIFY SITES FOR LITERACY AUDITS	X	X	X															
PERFORM LITERACY AUDITS		X	X	X														
DISSEMINATION REPORT COMPLETED				X														
EVALUATION PLAN COMPLETED				X														
DEVELOP CURRICULUM		X	X	X	X													
DEVELOP PORT-SPECIFIC EVALUATION						X	X											
RECRUITMENT ACTIVITIES		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
ON-SITE CLASSES				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
FIELD TEST EVALUATION								X	X	X	X							
PORT LEARNING CENTER CLASSES				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Appendix A
Maritime Occupations

Port of Baltimore Workplace Skills Development Project

Introduction

The Navy, along with the other services, participate in the Department of Defense (DOD) Career Academy Project, a joint effort between DOD and the Department of Education. The Career Academy Project is designed to serve "at-risk" students by improving their school performance and increasing their graduation rates. The Project further seeks to improve the quality of the nation's workforce through this occupationally-oriented "school-within-a-school."

Not only will students have competency-based, "real world" courses, internships, cooperative education, etc., but they will participate in JROTC which provides instruction in citizenship, leadership, and life-coping skills.

Baltimore City has been chosen to develop and house programs for two of these career academies, including Walbrook High School. As part of the project development, the Navy has used the Tech Scan Process to identify a focus(es) for its Maritime Occupation curriculum at Walbrook's Career Academy.

The Tech Scan panel members represented a cross-section of the Maritime industry's occupational areas and were selected because their positions, experience, and expertise provide them with the ability to contribute to this future-oriented analysis.

Tech Scan Tasks

1. Identify the jobs or job clusters within the Maritime industries.
2. Target entry level critical need jobs.
3. Identify 3-5 specific jobs or job clusters on which subsequent curriculum development activities should be focused.
4. Identify several areas of issues/concerns for the occupational area.

JOBS/JOB CLUSTERS	Employment Need	Training Need
Warehousing/Distribution	[1]	
(bonded, unbounded, supply, storage, etc.)		
Customs		
Inspectors		
Agents		
Import Specialists		
Administration/clerical		
Auto Processing		
Laborers (main and loading)		
Fork Lift Drivers/Truck Drivers		
Supervisors (Warehouse)		
Supervisors (Trucking)		
Supervisors (Operations)		
Carpenters		
Electricians		
Plumbers		
Materials specialists		
Administrative/Clerical		
Sales		
Dundalk Marine Terminal		
longshoremen		
crane operators		
truck drivers		

[1] Due to lack of time, the panel only identified entry level jobs

JOBS/JOB CLUSTERS	Employment Need	Training Need
Computer Technicians Programmers Security people Installers LAN administrators Systems analysts Software/Hardware Specialists Trainers CAD/CAM Configuration Management Consultants Data Entry EDI Specialists Telecommunications specialists Sales		
Merchant Seaman (inland, deep sea, coastal) Tugboat operations Licensed/Unlicensed Deck/Engine personnel Steward Department (cooks, etc.) Barge/tanker personnel Pilots		
Tourism Water Taxi Fishing boats Ship Chandlers Day cruises Pride of Baltimore (Public Relations)		

JOBS/JOB CLUSTERS	Employment Need	Training Need
Office/Clerical		
Buyers (Purchasing Agent)		
Accountants (CPA)		
Cost Accountants		
Analysts		
Secretaries		
Managers		
Accounts Payable		
Billing Clerks		
Planners		
Payroll		
Estimators		
Comptrollers		
Budget analysts		
Ship Repair		
Craft Jobs		
Marine Machinists (outside)	H[2]	HS + apprenticeship
Pipe fitters		
Welders		
Ship fitters		
Trades (electrician, etc.)		
Mobile equipment operators		
Crane operators		
Maintenance mechanics		
Painters and blasters		
Riggers		
Administrative		
Estimators		
Planners		
Ship Superintendents		
Safety engineers		
Environmental engineers		
Industrial engineers		
Quality assurance technicians		
Marketing representatives		
Navel architects/marine engineers		
Dock masters		

[2] H = High employment need

5

JOBS/JOB CLUSTERS	Employment Need	Training Need
Environmental Protection		
Safety and Occupational Health Salvage specialists Emergency response workers Medical response workers Clean up contractors	H	HS + special training
Waste disposal Waste monitoring Regulatory agency standards Hazmat education Inspectors Consultants Environmental engineers Special Interest Groups Lobbyists	H	HS
Safety		
(bonded/unbonded) Baltimore City Police Coast Guard FBI, DEA, DNR State Emergency Preparedness Center Maryland Port Authority Private Security Company/Agencies Customs Fire Prevention		
Marine Construction		
Dredging Waterfront housing Army Corps of Engineering Architects Piers Bridge builders Drivers Steel workers Welders Recreational Boats Heavy equipment operators		

JOBS/JOB CLUSTERS	Employment Need	Training Need
Maintenance (see ship repair) Engine repair Electronics Fiberglass technicians Millwrights Trades		
Education and Training Maritime Instruction, etc. Apprentice programs Small boat handling/water safety Internships		
Regulatory Agencies Coast Guard Department of agriculture FDA Immigration Public Health American Bureau of Shipping Surveyors (Salvage Association, Cargo Inspectors) Marine chemist FCC		
Transportation Ship chandlers Shipping agents Marine towing Truck drivers Freight forwarders Private semi-plate data/information publishers (ship arrivals, cargo, etc.)	H	HS
Insurance/Law Maritime Insurance (certification issues) Admiralty law		

JOBS/JOB CLUSTERS	Employment Need	Training Need
Recreational Boating Boat brokerage Construction Repair and maintenance Private marinas		
Fishing Industry Marine Biologists Aquaculture		
Technical Fields Research and Development Marine design Model builders Navel architects Marine draftsmen National Oceanographic Atmospheric Association Meteorologists Oceanographers Cartographers	H	HS+

Issues and Concerns

Presently, there are no ship repair jobs available. However, this situation could change based on demand.

Many companies who store and distribute maritime goods use temporary services to supply entry-level laborers. However, the warehousing and distribution portion of the industry should continue to grow.

Any maritime jobs in the security and education and training areas are not direct access. For example, Baltimore City Maritime Police must first serve on the Baltimore City Police.

The panel noted that boat brokerage may be affected now that the 10% tax has been repealed. More boats may now be sold, impacting the recreational boat industry.

The panel noted that there is a shortage of marine designers in this country.

Bethlehem Steel noted a need for marine machinists to replace those who are retiring, as well as a need for ship superintendents or coordinators.

Port of Baltimore Customs jobs could be adversely impacted if Congress passes legislation designating Philadelphia as an international port. Also, federal agencies are downsizing and reorganization will affect the number of positions available.

The panel noted that the industry appears to be moving toward a service-based industry (recreational) as opposed to an industrial base.

The Port of Baltimore is looking at the possibility of basing at least three cruise ships at the port.

Work opportunities in salvage and refitting may exist in the Philadelphia area because the United States is buying Russian hulls for refitting. The Russians will use these funds to build housing.

Conclusion

The Maritime Industry in the area is moving from an industrial base to a service base which will impact the type and number of jobs available.

However, the panel indicated that there is a continuing need for marine designers.

The panel also concluded that the environmental protection arena is a growth area as well for employment.

16/pb/maritime.ts

Appendix B
Classroom Evaluations

Port of Baltimore Workplace Skills Development Project

Port of Baltimore
Workplace Skills Development Project

Assessment Tests

Objective:

To assess reading skill levels using a Drug and Alcohol Screening Consent Form.

To assess levels of math skills.

Procedure:

1. Participant reads and studies the following form taken from the ILA and STA businesses.

2. Participant answers vocabulary questions following.

3. Participant answers comprehension questions following.

4. Participant takes up to one hour to do math problems. No calculators should be used.

5. Instructor discusses results with each individual, if this is done in a group or class setting.

International Longshoremen's Association and Steamship Trade Association

Drug and Alcohol Screening Consent Form

I understand that according to the Program on Drug and Alcohol Abuse between the ILA and Steamship Trade Association of Baltimore, Inc. (STA), I am required to submit one or more specimens of my saliva and/or breath and/or blood and/or urine for chemical analysis. I understand that these samples will be collected and will be processed by qualified laboratory personnel in accordance with the Program. I have received a copy of the Summary of the Program which sets forth the policy on Drugs and Alcohol of STA and the ILA, and I have read and understood the Summary.

The purpose of this analysis is to determine or to rule out the presence of alcohol, drugs, prohibited dangerous controlled substances or other substances in my body that have affected, or which could affect, my ability to function properly at my work. I consent freely and voluntarily to this request for specimens of my saliva and/or breath and/or blood and/or urine. I give permission for the release of the results of the analysis of my specimen to the medical testing facilities designated under the industry program and on a "need to know" basis to the STA and to the ILA or their designees.

I understand and agree that any and all disputes involving this policy and/or the Program, including its interpretation or application, as they may pertain to or govern my being tested and the results thereof, shall be resolved solely under the Grievance & Arbitration Procedures in the Master Contract or Local Contracts as set forth in the drug and alcohol abuse prevention program between the Parties. I further understand and agree that all resolutions reached on any and all such disputes shall be binding upon me and upon all of the other parties.

I agree that I will not bring or cause to be brought any action in any court or before any government agency, whatsoever, arising from this request to furnish any of these specimens, or from the testing of the saliva and/or blood and/or urine specimens and of any decisions made by my employer concerning my employment or my continued employment based on the results of the analysis.

I further agree that, in the event that any of the tests shall show a positive result, then, if I am offered and accept the opportunity, I will abide by all of the terms and conditions for treatment and rehabilitation as set forth in the Program, including post-rehabilitation testing, and that I will execute all forms and authorizations related thereto.

I have taken the following prescription or non-prescription drugs within the last 30 days:

NAME OF DRUG	CONDITION FOR WHICH TAKE	PRESCRIBING M.D.

Witness Name _____ **Print Name** _____

Witness Signature _____ **Signature** _____

Date _____ **Social Security Number** _____

VOCABULARY WORDS

Define the following words in the spaces provided:

abuse _____

_____

specimen _____

_____

saliva _____

_____

analysis _____

_____

consent _____

_____

accordance _____

_____

prohibited _____

_____

designated _____

_____

pertain _____

_____

resolve _____

_____

grievance _____

_____

determine _____

_____

binding _____

_____

solely _____

_____

authorization _____

_____

rehabilitation _____

_____

Comprehension

1. If you have a drug or alcohol problem, will the ILA fire you?

2. If there is a disagreement over the testing policy, how will those disagreeing settle their differences?

3. Who is sponsoring this drug and alcohol program?

4. In the first paragraph, the person reading this form is assumed to have already read another form. What is the name of the form already read?

5. Who is allowed to know the results of the drug or alcohol testing?

6. Who is allowed to bring a lawsuit under the terms of this policy?

7. Why does the form ask about drugs taken in the last month?

8. Can the STA test you every week for drug use, according to this form?

9. If you are fired, is there a way to get your job back?

10. What happens if testing shows you are using illegal drugs?

Math Assessment

1. 4825 + 2164 | 23 + 54 + 69 | 86,954 + 21,326 + 40,579 | 52 + 3,497 + 8 + 736 =

2. 542 − 241 | 47 − 29 | 23,532 − 6,548 | 500 − 276

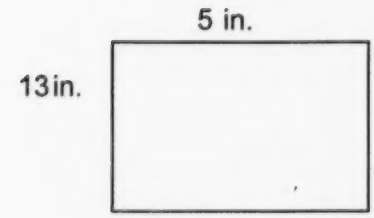
3. 723 × 3 | 521 × 34 | 92,047 × 506

4. 268 ÷ 4 = | 24,014 ÷ 5 = | 4646 ÷ 61 =

5. 54 feet = ___ yds. | 420 qts = ___ gal.

   425 meters = ___ cm. | 8 hours = ___ min.

6. Find the perimeter of this figure:



   Find the area of the same figure:

7. Find the volume of a figure measuring 3 feet by 6 inches by 2 feet.

8. The following deductions are taken from Howard's paycheck: $41.50 for federal tax; $11.17 for social security; and $9.86 for state tax. If Howard makes $335.00 total per week, find his net pay per week.

9. If a dozen cans of tomato juice cost $4.20, how much does one can cost?

10. On a certain map, one inch represents 280 miles. How far apart are two cities 9 inches apart on the map?

11. Sylvia bought a new sofa for $339. If she made a down payment of $87, and she will pay off the rest in one year, how much will she pay the sofa store each month to pay off the sofa?

12. With a 5% sales tax in Maryland, what is the tax on $4.78?

13. If your bill was $42.58, how much change should you receive from a $50 bill?

14. If you took a trip and drove 487 miles on Friday, 392 miles on Saturday and 456 miles on Sunday, what would be the average distance you drove each day?

15. Jeff changed positions and was promised a 7 percent raise. If he already makes $9.50 for his regular 40 hour a week work, what is his new pay per week with the increase?

FRACTION AND DECIMAL REVIEW

1. Reduce to lowest terms:

$\frac{3}{9}$ $\frac{16}{18}$ $\frac{35}{49}$

2. Raise to higher terms:

$\frac{4}{5} = \frac{_}{30}$ $\frac{2}{3} = \frac{_}{21}$ $\frac{2}{3} = \frac{_}{45}$

3. Change to a whole or mixed number:

$\frac{14}{8}$ $\frac{36}{10}$ $\frac{42}{9}$

4. Change to an improper fraction:

$2\frac{3}{4} =$ $2\frac{7}{8} =$ $12\frac{1}{4} =$

5. Add:

$\frac{9}{24} + \frac{7}{24} + \frac{2}{24} =$ $\frac{4}{9} + \frac{1}{6} + \frac{5}{12} =$

6. Subtract:

$7\frac{1}{2} - 2\frac{1}{4} =$ $7\frac{2}{3} - 2\frac{7}{8} =$ $30\frac{1}{4} - 16\frac{3}{8} =$

7. Multiply:

$\frac{5}{8} \times \frac{3}{4} =$ $1\frac{1}{2} \times \frac{1}{3} =$

$3\frac{3}{4} \times 2 \times 1\frac{1}{3} =$

8. Divide:

$\frac{3}{8} \div \frac{1}{3} =$ $\frac{7}{8} \div 4 =$ $1\frac{1}{2} \div \frac{3}{4} =$

9. Write each decimal as a fraction or a mixed number, and then reduce:

.08 = .375 = 7.22 =

10. Change to a decimal:

$\frac{2}{5} =$ $\frac{3}{8} =$ $\frac{5}{12} =$

11. Arrange from smallest to largest:

.02 .705 .53 .8

12. Solve these problems:

.8 + .047 + .36 = 4.2 — 3.76 =

5 — 2.493 = .09 x .6 =

.5404 ÷ 28 =

PORT OF BALTIMORE

Workplace Skills Development Project

Thinking about taking the Customs Broker Exam?

Learn study skills to prepare for this demanding test:

- Understand how memory & learning principles work
- Discover your own learning style
- Examine aspects of technical reading and apply them to the Harmonized Tariff
- Explore test-taking strategies
- Learn how to deal with test anxiety

Free 6-week class held on Thursdays, beginning June 2-July 7 5:30-7:00 pm Dundalk Community College at Point Breeze 2200 Broening Highway, Suite 160

Call 633-0776 to register today!

Sponsored by the Private Sector Port Committee, the International Longshoremen's Association, & Dundalk Community College.

Dundalk Community College

July 8, 1994

Nick Patronik
President, Customs Broker & Freight Forwarders Association
Patron Services Inc.
908 Light Street
Baltimore, MD 21230-4016

Dear Nick,

I wanted to give you an update on the Study Skills for the Customs Brokers Exam class we're offering. As you may recall, Kay Janiszewski, the instructor for the class, spoke to the Customs Brokers & Freight Forwarders Association about the class at the May meeting.

The class meets for 90 minutes, once a week, for six weeks. Designed to give participants the skills needed to prepare for the Customs Broker Exam, the class covers:

Week 1: Information on the exam, study materials, and a general overview of the work of a customs broker. As well as memory, concentration, how we learn, and learning styles.

Week 2: Technical reading techniques; complex sentences; how grammar unlocks meaning.

Week 3: How punctuation affects comprehension; paraphrasing complicated sentences.

Week 4: More paraphrasing and rewriting complicated sentences.

Week 5: Analyzing sentences from the Harmonized Tariff; Tony Collini will came in and talked to the class about the exam and answered any questions they might have.

Week 6: How to study for tests; how to be a test-wise person. Some pointers on objective tests; how to control text anxiety.

Within a week of our faxing and distributing our flyer promoting the class, twenty-six people called expressing interest in the class. Twenty-three signed up, and thirteen came to first class. This class has generated more immediate interest than any class we've offered under our grant.

Because the technical aspects of this class go beyond the parameters of the Port of Baltimore Workplace Skills Development grant, I think the Customs Brokers & Freight Association should consider sponsoring a prep class for the actual exam.

Please let me know if I can be of assistance. I can be reached at 633-0776. As you know, the Customs Broker exam is given in October and April, so a prep class should be set up soon if it is to be useful for the October exam.

Best wishes,

Niki Amarantides
Coordinator
Port of Baltimore Workplace Skills Development Project

cc: Tony Collini
Michael Zekonis, DCC
Mike Galiazzo, DCC

Dundalk Community College

September 29, 1993

Paul Kursch
ILA-Local 1429
1128 Hull Street
Baltimore, MD 21230

Dear Paul,

Many thanks for the meeting yesterday with Kojo and Chris. I appreciate your help in getting the word out to the men re. the free educational services we can offer.

Enclosed are more flyers and registration forms. I'll be in touch to find out what kind of response you're getting and when we can set up a meeting for those who are interested. (We're hoping for a meeting around October 15 where we can figure out logistics--dates, times, frequency, etc.)

Thanks again for all your help.

Best wishes,

Niki Amarantides
Coordinator
Port of Baltimore Skills Development Project

P.S. I can be reached at 633-0776.

cc: Horace Alston
Mike Galiazzo

7200 Sollers Point Road • Dundalk, Maryland 21222-4692 • 301-282-6700

September 15, 1993

Bill Detweiler
Carriers Container Council
Suite 1808
120 E. Baltimore Street
Baltimore, MD 21202

Dear Bill,

Many thanks for running the article/information on the Port of Baltimore Workplace Skills Development Project in the September issue of the CCC Labor Relations Newsletter. We appreciate your support in spreading the word about this free educational opportunity.

I've enclosed a flyer we've developed. Do you think your Baltimore-member organizations would be open to stuffing pay envelopes with a copy of this flyer? Or at least posting several in highly visible places at their place of business? I can supply them with lots of flat or pre-folded copies. Or if you have a Baltimore-members mailing list, I would be glad to contact those companies and ask them directly.

Although I didn't get a chance to talk with you the at the Leadership Board meeting at the Steamship Trade Association, it was good to see you at the table and hear your insights.

Thanks for your help re. the flyer request. Any suggestions you might have on how we can reach companies and clients for this project would be most appreciated.

Best wishes,

Niki Amarantides
Coordinator
Port of Baltimore Workplace Skills Development Project

Dundalk Community College

August 23, 1993

James Shapiro
Vice President Export Sales/Operations
Samuel Shapiro & Company, Inc.
World Trade Center
Suite 1200
401 E. Pratt Street
Baltimore, MD 21202

Dear Jim,

It was good to meet with you and to talk about ways we can involve members of the Customs House Brokers and Forwarders Association in the Port of Baltimore Workplace Skills Development Project.

Enclosed is a copy of the survey I worked up so that we can poll the membership and find out what their needs and interests are. Any changes or additions you'd like to suggest are welcomed. My fax number is 410-633-0658.

If all goes as planned, you'll be writing a cover letter and mailing the survey and letter out to the membership. Should the survey responses be mailed or faxed back to Samuel Shapiro & Co.? Please let me know. Hopefully we'll get responses back by early September so we can get classes up and running by October 1.

Thanks for all your help in getting the word out regarding the project.

Best wishes,

Niki Amarantides
Coordinator
Port of Baltimore Workplace Skills Development Project

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Dundalk Community College

TO: Customs House Brokers & Forwarders Association

FROM: Niki Amarantides
Coordinator
Port of Baltimore Workplace Skills Development Project

RE: Free Educational Services

Dundalk Community College, the Private Sector Port Committee, and the ILA are partners in a US Department of Education grant designed to provide free educational services to employees in port-related industries.

We are polling members of the Customs House Brokers & Forwarders Association to find out what classes you would be interested in offering your employees. Instruction, materials, and scheduling will be tailored to meet the needs of your company as well as individual learners.

Please take a few minutes to respond to this survey.

Organization _____

Contact Person_____

Phone Number_____

1. We are interested in having employees improve skills in:

_____reading _____communication skills

_____workplace writing _____world geography

_____math review _____metric conversion

_____team building _____problem solving

_____other (please be specific)

_____

_____

_____

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2. Where would you prefer to have classes held?

_____at worksite

_____at Point Breeze Maritime Center

_____other (please be specific)

3. What time would you want classes held?

____during workday

_____brownbag lunch series

_____after work hours (please circle your preference)

i.e. 5-6:30 pm 6-7:30 pm

5-7:00 pm 6-8:00 pm

_____Saturday mornings

_____other (please be specific)

Thanks for your help! We will let you know the results of our polling.

Please call to find out how you can become a part of the Port of Baltimore Workplace Skills Development Project. Call 633-0772 or 633-0776.

August 18, 1993

Walter C. Thompson
Maryland Motor Truck Association
3000 Washington Boulevard
Baltimore, MD 21230

Dear Mr. Thompson:

It was good talking with you the other day and learning of your publication. We are anxious to get the word out regarding the federal grant Dundalk Community College has received which allows us to provide free educational services to any port-related firms.

We would appreciate your running the following copy in your next newsletter:

FREE TRAINING AVAILABLE

Dundalk Community College, the Private Sector Port Committee, and the International Longshoremen's Association are partners in a US Department of Education grant to improve basic skill levels for employees of any port-related business.

Out of this partnership comes the Port of Baltimore Workplace Skills Development Project which offers free comprehensive educational services designed to enhance the quality of your organization, improve current job performance and prepare your work force for more training.

Employees can improve skills in a variety of areas, including reading, writing, mathematics, communications and problem solving. Classes are offered at the Point Breeze Maritime Center. Or companies can request customized training to be delivered at their place of business.

Call Niki Amarantides, the Project Coordinator, at 633-0071 for more information. Find out how your company and your employees can take advantage of this free educational opportunity.

I hope this isn't too long.

I would also appreciate any suggestions you might have regarding meetings I should attend or particular companies I should contact. We want to reach as many port-related businesses to let them know about our services. Many thanks for your help!

Best wishes,

Niki Amarantides
Project Coordinator

copy

Dundalk Community College

August 5, 1993

Thomas Koch
Curtis Engineering Company
6120 Holabird Avenue
Baltimore, MD 21224

Dear Mr. Koch:

Please find enclosed an information sheet on the Port of Baltimore Skills Development Project that briefly describes what we are about.

We are trying to get our project off the ground by meeting with members of the leadership board of the Private Sector Port Committee to find out what your educational and training needs are. We are also trying to get the word out regarding the free services we can provide port-related industries.

We would like to meet with you to discuss how your company might take advantage of this opportunity. We would also like to learn of contacts you might suggest. Please give me a call at 633-0071 so we can set up a time to meet.

I look forward to hearing from you.

Best wishes,

Niki Amarantides
Project Coordinator
Port of Baltimore Skills Development Project

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Dundalk Community College

November 5, 1993

William Detweiler
Carriers Container Council
Suite 1808
120 E. Baltimore Street
Baltimore, MD 21202

Dear Bill,

Up until a few months ago, the Port of Baltimore Workplace Skills Development Project was a great idea--on paper.

But now it's a great idea in action. Classes are being held at companies around the port. The Drop-In Center is open from 8:30 am to 7:30 pm and is being used by ILA members and other maritime employees brushing up on forgotten reading, writing, and math skills.

This project is getting off the ground thanks to the efforts and advice of people like you.

I would like to invite you to become a member of the Advisory Board for our project. This would involve meeting three or four times for the duration of the grant (the next 12-18 months). In our (brief) meetings, we would inform you of what we are doing and solicit your ideas on how we can continue to meet the educational needs of the port community.

Our first Advisory Board meeting is scheduled for Tuesday, **November 30, 1993**, at Dundalk Community College's Point Breeze Center for High Performance Work Systems, 2200 Broening Highway. We plan to meet from 8-9 am; a continental breakfast will be provided.

I hope you will be able to serve on our Advisory Board and attend the November 30th meeting. I will be calling to see if you can accept our invitation. If you have any questions, please call me at 633-0776.

Many thanks. I look forward to working with you.

Best wishes,

Niki Amarantides
Coordinator
Port of Baltimore Workplace Skills Development Project

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Curriculum Development

Note that the following curricula were sent in April 1995 to the Office of Vocational and Adult Education Program, U.S. Department of Education; the Clearinghouse on Adult Education and Literacy, U.S. Department of Education; the ERIC Clearinghouse on Adult, Career and Vocational Education; and the East Central Curriculum Coordination Center:

Effective Communication
Grammar Review
Workplace Wiring Skills
Spelling and Vocabulary Improvement
Maritime Math Review
Learning to Learn for the Customs Broker Exam
Individual Skills Lessons
Problem Solving/Team Building
World Geography

Performance Report Classes Requested and Delivered

Port of Baltimore Workplace Skills Development Project

TO: Michael Zekonis

FROM: Niki Amarantides

RE: POB Updates

DATE: October 4, 1993

Just wanted to get you up to date on what I'm doing. I met with Paul Kursch (Paul had invited Chris Windsor to attend) on 9/28/93.
He asked for Mike G. The meeting went well, and he agreed to post and/or distribute flyers and work with Chris in signing the men up.

He recommended I call Rocky McKenzie -- which I did. And Rocky talked
with Eddie Burke, Cliff Gross, and Doug Wagner. Doug Wanger is now our point man with Local #333. I sent a bunch of flyers his way. Chris will be working follow up with Doug. Hopefully we will have a meeting with interested folks by next week (10/15).

Here's a list of the classes we're going to be delivering:

Business Math -- John S. Conner Inc. 10/19/93
Telephone Professionalism -- John S. Conner

Telephone Professionalism -- Evergreen 10/18/93
Business Writing -- Evergreen

Business Principles -- Phillyship
(Jan Albert is working on this, still to be delivered)

Telephone Professionalism/Business Writing -- Ty Pruit
(still negotiating)

Business Writing -- Wallenius (currently being delivered)

We've had requests from members of the Freight Forwarders/ Customhouse Brokers for the following classes:

Footner & Co.:
- writing for business
- metric conversion
- problem solving
- telephone professionalism
- world geography
- team building
- communication

Wilson UTC:	writing for business math review beginning Spanish
Paul Bellack Inc:	metric conversion problem solving telephone professionalism world geography beginning Spanish team building communications other--trade terminology for employees new to this field --liability of employees when signing docs on behalf of company
Pride Int'l:	writing for business math review metric conversion problem solving world geography team building communications
Samuel Shapiro Inc:	writing for business math review metric conversion telephone professionalism world geography
CJ Int'l:	writing for business problem solving telephone professionalism world geography team building
The Myers Group (U.S.) Inc:	telephone professionalism communications other: English language skills (speaking & writing)
Wm. H. Masson Inc:	writing for business metric conversion problem solving telephone professionalism

E.H. Harms:
- reading
- writing for business
- metric conversion
- telephone professionalism
- world geography
- beginning Spanish
- communications

Trans World Shipping:
- problem solving
- world geography
- team building

CJ International:
- writing for business
- math review
- telephone professionalism
- other--Korean

Amco Brokers & Forwarders:
- math review
- metric conversion
- problem solving
- telephone professionalism
- world geography

D. Lee Kraus & Co:
- writing for business
- telephone professionalism

CH Powell Co: (WTC location)
- beginning Spanish

Any suggestions re. adjuncts who would be particularly well-suited to teach any of the above classes would be most welcomed--especially for problem solving and team building.

Mike: do you have any ideas about who to approach re. trade terminology and employee liability re. docs. MPA? elsewhere? Many thanks.

NZ

TO: Michael Zekonis

FROM: Niki

RE: Score Card or Where Are We Now?

DATE: September 9, 1993

What we have promised folks for September 1993:

1. John S. Conner Inc. wants a tele professionalism class and a math review class on site

2. Evergreen is possibly interested in sending 6 employees to attend a 6-7 pm class on business writing and tele professionalism at Point Breeze

3. Maersk Lines wants a beginning Spanish class on site

4. Ty Pruitt Trucking Co. wants a class that would cover tele professionalism, effective correspondence, and general report and memo writing on site

Next phase:

1. Write course outlines and submit proposals for number of classes/length of classes

2. Find teachers

3. Negotiate course outlines and start dates

Works in Progress:

1. Wallenius Lines: 8 sessions on business writing delivered by adjunct Ellen Blumner on site.

2. Phillyship: 4 sessions on business principles to be delivered by Jan Albert. Jan will contact Phillyship by Friday, 9/10/93 and get a sense of what they want and logistics of delivery. We have still to negotiate pay, but we've discussed possibilities.

3. World Trade Center: Brown Bag Lunch series. For starters, a series on World Geography. Possible topics: History and Culture of Japan, Topics in U.S. Foreign Policy, Contemporary Issues in Labor.
Still to do: Find speakers
Negotiate logistics
Do similar programming for Point Breeze complex

Dundalk Community College

September 15, 1993

Joe Dash/Tony Collini
John S. Connor, Inc.
33 S. Gay Street
Baltimore, MD 21202

Dear Joe,

After our conversation on Tuesday, September 14, I wanted to run the following understandings by you:

--We can offer a math class on site starting on Monday, October 18, 1993 to meet on Mondays 1-3 pm, once a week, for approximately 12 weeks. Ideally, we would like to offer the class twice a week (such as Mondays and Wednesdays) for optimum instruction and retention--but you know best about your staff's availability.

How many weeks the class actually meets will be determined by the levels of those taking the class; if they are more advanced and don't need quite as many sessions, we will adjust accordingly. The instructor will have participants take a brief assessment at the outset to determine levels.
The class could cover the following topics:

1. fractions
2. decimals
3. percentages
4. estimating
5. prorating
6. basic geometry

--We can offer a telephone professionalism/problem solving class on site to meet for three weeks for two hours from 2:00-4:00, once a week, starting on Wednesday, October 6. The trainer will need to visit John S. Conner, Inc. prior to class to determine what specific issues need to be addressed. The class will include the following topics:

1. importance of first impressions/customer service
2. handling incoming calls/problem solving
3. planning outgoing calls
4. dealing with difficult people

The trainer would like to visit your firm on either Tuesday, September 28th or on Thursday afternoon, September 30. Please let us know which date would be convenient.

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I will give you or Tony a call on Thursday afternoon (9/16) so we can go over what I've outlined in this letter. We look forward to working with you.

Best wishes,

Niki Amarantides
Coordinator
Port of Baltimore Workplace Skills Development Project

Dundalk Community College

August 24, 1993

William Chan
Evergreen America Corporation
World Trade Center, Suite 2552
Baltimore, MD 21202

Dear Mr. Chan:

It was a pleasure to meet with you and talk about ways Evergreen employees might be able to take advantage of the educational services the Port of Baltimore Workplace Skills Development project can offer.

Soon after Labor Day, I will be getting back in touch with a proposal regarding a class on telephone techniques and business writing. We discussed the possibility of offering this class at the Point Breeze Maritime Center in the evenings for about 6 of your employees. Generally, classes run about 1.5 hours and are held twice a week for 8 to 10 weeks. Would you prefer for the class to be held at the Evergreen offices?

If any other ideas come to mind, please give me call. (David Bindler at Maersk suggested a world geography class. We are open to all sort of possibilities!) Many thanks for taking time out of your busy day to meet with me.

Best wishes,

Niki Amarantides
Coordinator
Port of Baltimore Workplace Skills Development Project

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August 17, 1993

Joseph Dash
Tony Collini
John S. Connor, Inc.
33 S. Gay Street
Baltimore, MD 21202

Dear Mr. Dash and Mr. Collini:

It was good meeting with you today and thinking about how we can provide educational services for employees at John S. Connor, Inc. We appreciated all the ideas and leads you shared with us.

I will be in touch with you soon after Labor Day with general outlines of the training we could offer your staff in the areas of tele-professionalism and mathematics review. With regards to the math review, we would cover those areas you mentioned: converting fractions to decimals and percentages, estimating, prorating, and basic geometry-as well as any other topics you'd like us to include.

After we've had a chance to talk about the training proposals, we will want to observe staff routines and collect materials that will help us customize our preparation.

Thanks for taking time out from your busy day to explore these possibilities. We look forward to working with you.

Best wishes,

Niki Amarantides
Coordinator
Port of Baltimore Workplace Skills Development Project

cc: Michael Zekonis

August 17, 1993

Ty Pruitt
Ty Pruitt Trucking Co.
82 S. Oldham Street
Baltimore, MD 21224

Dear Mr. Pruitt:

It was good meeting with you today and thinking about how we can provide educational services for Ty Pruitt Trucking. We appreciated all the ideas and leads you shared with us.

I will be in touch with you soon after Labor Day with a general outline of the clerical training we would like to offer your staff. In particular we will put together a program that will cover tele-professionalism, effective correspondence, and general report and memo writing--and any other topics you'd like us to include.

After we've had a chance to talk about the training proposal, we will want to observe staff routines and collect materials that will help us customize our preparation.

Thanks for taking time out from your busy day to explore these possibilities. We look forward to working with you.

Best wishes,

Niki Amarantides
Coordinator
Port of Baltimore Workplace Skills Development Project

cc: Michael Zekonis

Port of Baltimore Workplace Skills Development Project

Class Requests As Of 10/14/93

Company	Contact	Phone	# Emp
Writing for Business			
Footner & Co.	Richard Gutierrez	631-7711	
Wilson UTC	Werner Knoop	768-6300	
Pride Intl	Luanne Ciaccio	633-0033	
Samuel Shapiro	Jim Shapiro	547-6935	
CJ Intl	Curt Perry Judie Haloskey Joan Shindledecker	563-6020	
Wm. H. Masson	Mike Davis	760-9886	
E.H. Harms	Susan DiCarlo	285-8686	
D.Lee Kraus	Diane Kraus	837-5490	
Telephone Professionalism			
Footner & Co.	Richard Gutierrez	631-7711	
Paul Bellack	Brian Crawford	837-9500	
Samuel Shapiro	Jim Shapiro	547-6935	
CJ Intl	Curt Perry Judie Haloskey Joan Shindledecker	563-6020	
Myers Group	Jed Onnen	859-4250	
Wm. H. Masson	Mike Davis	760-9886	
Amco Brokers	Dennis Kelly	633-8200	
D. Lee Kraus	Diane Kraus	837-5490	
Math/Metric Conversion*			
Footner & Co.*	Richard Gutierrez	631-7711	
Wilson UTC	Werner Knoop	768-6300	
Paul Bellack*	Brian Crawford	837-9500	
Pride Intl./*	Luanne Ciaccio	633-0033	
Samuel Shapiro/*	Jim Shapiro	547-6935	
Wm. H. Masson*	Mike Davis	760-9886	
E.H. Harms*	Susan DiCarlo	285-8686	
CJ Intl	Judie Haloskey Joan Shindledecker	563-6020	
World Geography			
Footner & Co.	Richard Gutierrez	631-7711	
Paul Bellack	Brian Crawford	837-9500	
Pride Intl	Luanne Ciaccio	633-0033	
Samuel Shapiro	Jim Shapiro	547-6935	
CJ Intl	Curt Perry	563-6020	
E.H. Harms	Susan DiCarlo	285-8686	
Trans World	Toni Redinger	727-7930	
Amco Brokers	Dennis Kelly	633-8200	

Problem Solving		
Footner & Co.	Richard Gutierrez	631-7711
Paul Bellack	Brian Crawford	837-9500
Pride Intl	Luanne Ciaccio	633-0033
CJ Intl	Curt Perry	563-6020
Wm. Masson	Mike Davis	760-9886
Trans World	Toni Redinger	727-2930
Amco Brokers	Dennis Kelly	633-8200
Team Building		
Footner & Co.	Richard Gutierrez	631-7711
Paul Bellack	Brian Crawford	837-9500
Pride Intl	Luanne Ciaccio	633-0033
CJ Intl	Curt Perry	563-6020
Communications		
Footner & Co.	Richard Gutierrez	631-7711
Paul Bellack	Brian Crawford	837-9500
Pride Intl	Luanne Ciaccio	633-0033
Myers Group	Jed Onnen	859-4250
E. H. Harms	Susan DiCarlo	285-8686
--Reading		
E.H. Harms	Susan DiCarlo	285-8686
--English Language Skills (Speaking & Writing)		
Myers Group	Jed Onnen	859-4250
--Trade Terminology		
Paul Bellack	Brian Crawford	837-9500
--Liability of Employees When Signing Docs on Behalf of Co.		
Paul Bellack	Brian Crawford	837-9500
--Paperwork for Bonded Freight		
US Warehouse	David Stonesifer	631-7700

Dundalk Community College

TO: Wallenius Lines Staff

FROM: Niki Amarantides
Coordinator, Port of Baltimore Workplace Skills Project

RE: Writing Sample

DATE: August 12, 1993

We are looking forward to working with the Wallenius Lines staff in polishing up your business writing. But in order to do so, we need you to respond to the writing prompt so that we can have a better idea of your current writing skills.

Please choose one of the prompts on the attached sheet. All materials you submit to us are strictly confidential--so please feel free to express yourself. Your writing sample will allow us to individualize our planning

I will be by at the close of Monday, August 16, 1993 to collect your writing.

Thanks for your cooperation!

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WRITING PROMPT: PLEASE CHOOSE ONE OF THE FOLLOWING SCENERIOS AND WRITE AT LEAST 2-3 PARAGRAPHS.

Scenerio #1
You have an idea that would improve how things are done at Wallenius Lines. Using memo format, write your supervisor or the staff describing the current situation and how your idea would improve operations or work conditions.

Scenerio #2
Describe a typical day for you at Wallenius Lines.

Scenerio #3
Everybody has a difficult or frustrating day at work. Describe what happened and how you dealt with it.

COMPANIES WHOSE EMPLOYEES HAVE ATTENDED CLASSES 08/93 - 07/94

1. *BDP
2. Carriers Container Council
3. CERES
4. *Circle International
5. Danzas
6. *Dartrans
7. D. Lee Kraus
8. E.H.Harms
9. *Evergreen
10. Footner & Co.
11. Gulf & Atlantic
12. Gunnic Port Services
13. Hanjin
14. Harper Robinson
15. ITO
16. Jagro Customs Brokers
17. *John S. Connor
18. Kenneth Clark Inc.
19. Kerr
20. *Kuehne & Nagel
21. Logistics & Transport
22. Lusk Shipping
23. Lykes Lines
24. *Maersk
25. Maryland Port Authority
26. Norton Lilly
27. NSCSA
28. *Panalpina
29. Paul Bellack, Inc.
30. Portside Terminal
31. Pride Int'l
32. *Puerto Rican Marine Management Inc.
33. *Samuel Shapiro & Co. Inc.
34. SCAC Transport
35. Seabridge International
36. T. Parker Host
37. Trans National
38. *U.S. Customs
39. Universal
40. *Wallenius Lines, Inc.
41. Wilhelmsen
42. *Wilson UTC, Inc.
43. ILA 921
44. ILA 333
45. ILA 1429

*Classes held on site.

Analysis of Drop-In Center Use

Name	Hours	Local/Co.
Douglas Beckman	13.0	333
Joe Cavanaugh	4.5	1429
Althea Clark	7.5	PRMMI
Jimmy Conley	8.5	Sweetheart
Leonard Dorsey	14.0	1429
Richard Gibbs	1.25	ITO
Roland Goodwin	1.0	333
Calvin Green	21.0	333
Jimmy Griffin	1.0	333
Kenner Grimes	13.75	921
Matthew Johnson	15.50	333
Christina Lee	13.25	Universal
Glenny Moore	47.0	333
Charles Myers	4.5	333
Isis Perkins	2.25	PRMMI
Immanuel Pitts	15.0	921
James Winston	2.0	921
Elizabeth Vaccaro	7.25	Hanjin
Inactive		
Savannah Cunningham	5.0	333
Barbara Daiger	10.0	Paul Bellack
Paul DiVenanzia	10.0	Paul Bellack
Total Hours	**217.25**	**from 10/4/93-12/16/93**

Performance Report
Teachers' Notes

Port of Baltimore Workplace Skills Development Project

Dundalk Community College

PORT OF BALTIMORE CENTER
WORKPLACE SKILLS DEVELOPMENT PROJECT

March 24, 1994

Ms. Clara Wilkerson
External Diploma Programs
Rosedale Center
8200 Old Philadelphia Road
Baltimore, Maryland 21237

Dear Ms. Wilkerson:

Thank you for meeting with me to explain the External Diploma Program.

After viewing the film and speaking with you, I now have a much clearer understanding of the external program. The printed materials on the assessment and diagnostic phases of the program, detailing skill requirements and other criteria, were especially useful to me.

It's wonderful to have you and your program (including Sister Pam) as a community resource for myself and our students at the Port Project.

Thank you for your assistance.

Sincerely,

Carolyn F. Cramer

Carolyn F. Cramer

CC/vah

cc: N.A.

7200 Sollers Point Road • Baltimore, Maryland 21222-4694 • 410-282-6700

JOURNAL

Thoughts from Kay Janiszewski on her classes:

KERR STEAMSHIP COMPANY - MATH REVIEW

This class began with seven students; three completed the course, and two completed most of the course. This particular class went through a company buy-out near the end of the course, and that was very upsetting to the employees and caused them a lot of additional work. I think that was the cause of two participants not completing the course.

The participants were eager and pleased about what they were learning. They felt it was helpful for their work.

This class used their lunch period, and the company gave them some release time to allow them to have an hour and a half class. The winter caused havoc to our schedule, and we ended up extending the class far beyond the original date. The participants were very pleasant about the delay. Some comments in the final evaluation were that they felt comfortable; it was useful information; and it related to all their learning levels.

WORLD TRADE CENTER - MATH REVIEW

This class began with five students. We had a lot of canceled classes due to bad winter weather.As students dropped in attendance, we opened the class to three additional students.Two students ended up completing the course and one attended several classes.

Their comments on the final evaluation were that the material related to their job; it was a good review; the final exam could have been harder; and they would take more advanced math classes if they were offered.

Since we ended up such a small class, a lot of camaraderie developed. They gave me a gift at the end and we went out to eat the last night.

WILSON UTC - MATH REVIEW

This class began with six students; four completed the course, and one completed most of the course. They were a good group and were very appreciative of what they were learning. Some methods they felt would really help them and others they learned but felt more comfortable using their familiar methods. They were so pleased with the metric conversion chart I had compiled for them from various other charts.

This class extended far beyond its ending date due to the bad winter we had. The class accepted it good-naturedly. We met at 8:00 in the morning and the participants used some of their time and the company gave them some release time. The manager was very agreeable with any extra education his employees wanted.

Their comments on the final evaluation were that they learned things in math that had previously frightened them; they were not

afraid to comment and ask questions; it was the best teaching experience they had had; they wanted to take more courses; everyone understood before we advanced to another area; they wished it was a longer course; things they had never understood before were made clear; every class was exciting; they learned better ways to solve their problems; learning was made fun and they were shocked that they enjoyed math.

WORLD TRADE CENTER - MATH REVIEW
April 20 - June 8, 1994

The class began with five students and ended with four. It was held after hours, so the students gave of their personal time. They did not fit together as well as some of the earlier groups, but each group is different.

Their comments on the final evaluation were that they liked the one-on-one contact with the teacher since the class was small; they would have liked more homework; they liked moving as slowly as necessary so they could keep up and understand; they appreciated the non-stressful environment; and they would have preferred a longer course.

POINT BREEZE CLASS
March 3 - June 2, 1994

This class began with eleven students registered and ended with seven students. Most came from the MPA and knew each other; as a result they seemed to enjoy working together.

Their comments on the final evaluation were:

POINT BREEZE - SPELLING/VOCABULARY IMPROVEMENT
JUNE 9 - JULY 21, 1994

This was the first class taught in this course. It was difficult to condense the material into six weeks with only one hour for class. To add to that difficulty was the fact that, in reality, two courses were being taught simultaneously - spelling and vocabulary.The spelling was centered only on major rules and problems that adults might encounter. The vocabulary touched on the two main ways to increase vocabulary - context and roots. Then the course was designed so that roots would be taught in order to cover a wider range of words, than individual words in context.

Fourteen people expressed interest in the course. The first day of class, seven people were present and six ended up completing the course. We had a one week break due to a conference that the teacher attended. The class was taught at noon to be convenient for the participants. There were many times that not all were

present until 12:15, so it was still difficult for them to get to the class on time due to their work schedules.

The class went well and the small group evoked a camaraderie among the participants. I often sat at the table with them and it was a very informal, pleasant atmosphere. The final comments in the evaluations at the end of the course were as follows:

felt it would help with their work
had a better understanding of root meanings
enjoyed a new area of study
would have liked a longer class
liked the one-on-one attention
liked the examples and practice
learned more than they came to learn
felt it was a great refresher course
noontime was difficult

POINT BREEZE
STUDY SKILLS TO PREPARE FOR THE CUSTOMS BROKER EXAM
JUNE 2 - JULY 7, 1994

This was the first time this course was taught. It came about after the instructor had worked with two people who had wanted to improve their skills for taking this exam. The teacher used what the students told her would be helpful in their preparation. It was organized in this way: Customs information was gathered and compiled for the students; memory, learning, concentration, and learning styles were examined; technical reading was compared to everyday reading and the differences were noted and ways to make technical reading easier were taught; core parts of sentences were studied and then the complexity of sentences grew; punctuation was studied in order to aid in comprehension; sections of the Customs Regulations and The Harmonized Tariff were studied for their complexity and understanding; and finally, test-taking strategies and test anxiety were addressed.

The course had 23 people inquire about it; fourteen register; and six complete it. Some might not have completed it due to the fact that they thought it would be actual study for the exam. We tried to be very careful with the title of the course to let them know it was only study skills. A participant, at the end of the course, suggested that we might call it "Study Skills for Technical Reading".

Their final comments were:

THANKS FOR ENJOYABLE
CLASS
BRIANNA

Just a little gift for the best
teacher I've had. Judy

I wish every teacher I've ever had
was as good as you.
Maggie

Thank You
for a Wonderful Class! Jenn

JIMMY

Forty-nine year old Jimmy came to the Port of Baltimore Workplace Skills Development Project Drop-In Center at the end of November of 1993. Jimmy had great difficulty reading and wanted to be able to read better for his job as a pressman, to read and understand the newspaper, and to read Moby Dick.

When Jimmy was growing up he was only able to attend school for three years because his parents were sickly and he was forced to go to work at a young age to help support the family.

When he came into the Drop-In Center, he was tested with the Level One ABLE test, which is approximately grade level 1-4, and his reading was at the 33rd percentile. A Botel Reading Test showed his instructional level at 2-2.

Jimmy was instructed out of the Challenger Series-level 2, which is for adults and on a 2-3 grade level. Language Experience Stories were also gleaned from him and he practiced reading those. Word cards were made for words that presented difficulty for Jimmy and he carried those with him so that he could practice and make good use of extra minutes. Spelling was begun with the Dolch List so that if he could master that, he would have a command of the most commonly used words.

Jimmy only came for one month because he lost access to a car. In June of 1994 he called and said he really wanted to resume and that he would buy a bike so that after he got home from work, he would come to the Drop-in Center on his bike. He reviewed what he had accomplished that first month, and we were both surprised he had retained a lot of it. He said that he had continued to practice the materials on his own and that was how he had kept up.

Reading signs at work and from the bus is how Jimmy practices in the real, everyday world. He often comes in and tells me about a new word he has figured out and it is amazing how he can often spell it because he has studied it so carefully. It delights him to be able to do this.

In September, I found an adapted version of Moby Dick on about a 6th grade level. It is hard for Jimmy, but we just do a page or two each time. He is motivated to read that book, but he will even if it takes him a year or more. Jimmy is very appreciative of all efforts to help him and he constantly remarks about how much he can do now as opposed to what he could do when he first came in. Jimmy has put in about 20 hours in 13 visits and is almost ready to progress to Level 3 of The Challenger Series, which will be about grade level 3-4.5. He is the kind of person who makes teaching worthwhile; I look forward to his lessons.

---Kay Janiszewski
Instructor
Port of Baltimore Workplace Skills
Development Project

TEACHING MOMENTS

By C. Cramer, Instructor
Port of Baltimore
Workplace Skills Center

Returning from a recent break due to the icy weather, I. P. confided that last week, when all the other workers had gone home, he climbed into the cab of a piece of heavy equipment and began to read the directions for operating it. A few minutes later he was driving the equipment around inside the terminal. In fact, since the shipment included several new pieces of equipment he drove all of them in turn, first reading the directions carefully, and then practicing his skills on the machinery. "The next time they ask me if I can drive heavy equipment I'm going to say yes! I'll be ready for a better job."
--Participant I.P., Local 921

"Thanks for hanging in there with me." Several attempts to improve his spelling finally paid off for participant M.J. A natural poet and collector, M.J. seeks to put his life experiences into creative prose. While exact spellings and verb agreements may escape his initial efforts, his final drafts are something to behold...

"I found out that the conversation I'd overheard at the woodshed was nothing but choir practice for the gandy dancers, and the blues for the wood cutters."

"From the cabin I can see the clouds parting away for the rising sun, about to defrost the turf that hid from the cold winter night." --Participant M. J., Local 333

"I've never had anybody explain it this way to me before. I can really understand it now. I don't feel so stupid about my math ability anymore. Now that I know I can learn I'm going to take more courses and work to get my degree."
--Participant E. V., Hanjin Shipping

"I've always wanted to get my high school diploma, and this program is giving me the chance to do something for myself. I've never had a teacher like you before. You really make me think and challenge me to figure things out -- I like that...you're giving me the whole picture, not just answers."
--Participant G.M., Local 333

P.M.

BEST COPY AVAILABLE

"Using the correct word for different situations was hard for me to comprehend. My vocabulary was limited; I never read the paper unless I was required to for a school assignment. Now I'm really getting into words to express myself more clearly. I'm also enjoying reading USA TODAY and writing my opinion about articles I have read. I got one of the few good marks given out by my instructor at the community college. Areas that my instructor pointed out that I needed to work on were the same things that my tutor at the drop-in center was helping me to improve on."
--Participant C.L., Universal

"I like to improve myself. I never felt confident of my writing ability and grammar, but this business writing, grammar and vocabulary program is allowing me to tackle my fears, and at the same time improve my performance on the job."
--Participant A. C., Puerto Rican Marine Management

Several beginning and non-readers were estatic to unlock the mysteries of reading by learning about vowel and consonant sounds, blends. etc... " Now I can read the notices on the bulletin board, shipping documents and markings on cartons and crates. Everywhere I go, I'm reading signs." Flailing his arms and fists in the air the participant delcared that he was getting hyper. "Good hyper or bad hyper?" the instructor asked. "Good hyper!" the student responded.

Participants like the idea of a walk-in center where the instructors are flexible and able to accommodate erratic work schedules. A warm cup of coffee and a smiling face invariably greet each user of the center which operates daily from 8:30 A.M. to 7:30 P.M..."This is a great place to study and learn. I can come here whenever I have time--and the company is good. I started out reviewing for my CDL exam and ended up brushing up on my fractions, decimals and percents."
--Participant K.G., Local 921

Taking a course on Effective Communiction has facilitated the interoffice communication in several port-related businesses. "I already know this stuff - common sense, courtesy, and co-operation, but I never really practiced it. Now it feels like we are all working on the same team." - a winning combination for the employer and employee.

Port of Baltimore Workplace Skills Development Project

Instructors Log

Submitted by Carolyn Cramer & Kay Janiszewski

August 23rd - September 10th

Kay and I continue to develop resources and curriculum material for the Port of Baltimore Workplace Skills Development Project. We have decided to focus on the planning for the basic courses: Reading, (Basic) Language Experience, Basic Writing #1, and Critical Reading and Writing #2, for more advanced students.

We are also preparing a Basic Spelling Plan, and Basic Math and Math Power. We can tutor individual students in basic algebra or geometry, but feel an adjunct, certified in math, would be better qualified to teach a formal class in advanced math.

Overall, we are just laying out the units: deciding what we think the basics are, and what should be covered. Next, we will decide on actual daily lessons and materials to implement those lessons in addition to supplemental resources. We are writing our math lessons on flip charts so that students can make-up or refer back to missed or problem areas, if they are absent or having difficulty.

We have touched base with a variety of resources including:

Labor:
Seafarer's Union at Piney Point
Department of Labor Library, Washington, D.C.
International Longshoremen Headquarters; New York
Tony Sarmiento - AFL-CIO Human Resources Development Institute, Washington D.C.
The George Meany Institute, Silver Spring, MD
Jan Warderfeldt, AFL-CIO/LEAP Program, Baltimore
Project LEAP, Baltimore

Education/Literacy:
The Museum of Industry, Baltimore
The Literacy Dissemination Center, Baltimore
Materials from Lynn Mingarelli, DCC, Coordinator of Labor Studies
GM - Jill Somners, A DCC Coordinator of GM Workplace Literacy Center
Rosemary Klein - DCC Learning Center, English Instructor

Also, we have looked into archival material and gotten books on business writing from the DCC Library. We plan on tapping Jenny Streamer (DCC Business Instructor) as a resource also from the college and, possibly, Ellen Blumner (DCC Adjuct). Kathy Permut (DCC Adjunct Instructor) has been helpful with the Math.

In order to be flexible yet thorough, our preparation will stress core curriculum with certain basic concepts and information that will be able to be taught by both Kay and/or Carolyn in a variety of settings: in the workplace or at the Point Breeze Center (which would be preferable.)

This development time is necessary to devise these different plans. It allows us to draw together in a coordinated, meaningful fashion, the courses to be offered for the Project.

Our initial enthusiasm and anxieties have been replaced by a calm anticipation (albeit we have our ups and downs as to whom our actual clients will end up being and when we will start.)

Niki has been very supportive and continues to develop leads and advise us of the current status of the project.

We also designed a daily assignment form to be used as a part of the client's Individual Educational Plan, so individual students can trace their progress.

Lastly, we viewed the informative film produced by Maryland Public Television , entitled *Port Baltimore,* on the Waterfront that Niki borrowed from the Maryland Port Authority.

Port of Baltimore Workplace Skills Development Project

Instructors Log

Submitted by Carolyn Cramer & Kay Janiszewski

October 5th- November 19th

Time was spent reading, taking notes, and discussing the grant for this project, Total Quality Management materials, and the notebook on Literacy at Work by Jorie Philippi; this was to better acquaint ourselves with the goals of this project.

The External High School Diploma Program was studied so that it could be offered to students, as a more appropriate alternative to the GED Program if they have been out of school for awhile.

The Counseling Department at the college was contacted regarding how students make application to the college for courses and also to find out about the entrance exams. There is a one-time application fee and the student is given a test to determine if they need preliminary work in reading, writing, or math. We needed this information for some of our students who want to eventually take college courses.

After discussion and debate on using the CASAS, we contacted
Kathleen DeWitt (who administers the New Work for Women Project at the college) to give advice about the ABLE test which is used for that program. We reviewed the test and decided it fit our needs better than the CASAS. We can assess three different levels with the ABLE and there is more diagnosis that can be gleaned from it, concerning the students' strengths and weaknesses.The ABLE Tests were ordered.

Cathy Permut met twice with Kay Janiszewski for lesson planning for the J.S. Connors math course. Cathy has taught a wide range of math classes and so Kay was teamed with her to let her help with the class and get a feel for the material. It is hoped that Kay can do this class in the future on her own since Cathy has to be hired as adjunct.

The instructors went through all the books they had ordered for the program and made skills lists on each so they could reference their material quickly.

Ellen Blumner began work the week of 10/26/93 as the Curriculum Specialist for the Program. She shares the Walk-In Center with the two instructors. The instructors have approximately 17 students at this date.

Meetings

We continue to have weekly staff meetings to keep all of us abreast of developments.

The college held two meetings we attended on 10/8/93 and 10/22/93. These focused on future planning and were called "DCC 2000". The first was an overview with workshop time for discussion; the second was a lecture given by Dr. A, Carnavale on "Workplace Basics: The Essential Skills". The second meeting was quite interesting and provided a good overview of our economy-past, present and future. This is helpful in our teaching and direction of students.

On 10/30/93 we attended a MSDE Conference in Timonium. We attended various workshops, among them: Team Learning and Learning Disabilities, Performance Portfolio Assessment, The Adult Learner, Monitoring Student Progress, and Administrative Round Table. Some of the workshops were beneficial but others were not. We were also able to view adult education materials and received a few samples.

On 11/4/93 and 11/18/93 we attended a professional development by Baltimore City Literacy Works on Learning Styles and Teaching Techniques. This was given by Dr. Tom E. Little and gave us excellent ideas for working with adults.

The instructors and curriculum specialist have taken two mini-computer lessons at the college to help them with their WordPerfect skills.

Updates

The physical structure of the room is complete now. We have a computer with printer, a file cabinet, bulletin board, pictures on the wall and a few plants. It looks like an inviting place. The area outside our room has a port display, sign, and flyers advertising our program. We spoke in some other classes that had longshoremen in attendance, in hopes of interesting them in our program.

This will be the last log due to our time becoming occupied with lesson planning and instruction now.